HIGHER DIPLOMA IN NURSING

護理學高級文憑

Programme Definitive Document

2023 Cohort onwards

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Last updated in September 2023

Table of Content

1 General Information about the Programme

Name of Programme (English and Chinese)	Higher Diploma in Nursing 護理學高級文憑
Exit Award (English and Chinese)	Higher Diploma in Nursing 護理學高級文憑
QF Level	Level 4
Award Granting Body	Tung Wah College 東華學院
Hosting School	School of Nursing
Mode of Delivery and Programme Length	Full-time, 2 years
Programme Length of Exit Award	Maximum number of years: 4 Minimum number of years: 2 Number of TWC credits required for graduation: 86

2 Programme Objectives and Learning Outcomes

Programme Objectives

2.1 The aim of the HD(N) Programme is to equip students with necessary knowledge, skills and attitude to meet the statutory requirements to enroll with the Nursing Council of Hong Kong (NCHK) as an Enrolled Nurse (EN). The objectives of the Programme are as follows:

a. To develop student's competence in health promotion, maintenance and restoration, and prevention of illness through the delivery of primary, secondary and tertiary health care in hospital and community settings;

b. To equip student with effective communication skills for the delivery of individualised care as well as for facilitation of teamwork;

c. To develop student's understanding of psychosocial, cultural and environmental dimensions of health and illness;

d. To equip student with critical, creative and analytical problem solving skills; and

e. To develop student's generic attributes for all-roundness such as capabilities for life-long learning, independent and reflective learning, and values on professionalism

Programme Intended Learning Outcomes (PILOs)

2.2 Upon completion of the Programme, students will be able to achieve the learning outcomes as follows (*Table 1*):

Table 1 PILOs of the Higher Diploma in Nursing Programme

PILO1	Demonstrate empathy and compassion in the provision of competent, safe and ethical care for people in need;
PILO2	Establish collaborative and therapeutic relationships to provide individualised care through health assessment, planning, implementation and evaluation;
PILO3	Promote and support lifestyle choices that enhance the health and well-being of individuals, family and community;
PILO4	Apply critical and creative thinking and analytic skills in decision making;
PILO5	Demonstrate effective skills in communicating with people in need and members of the health care team;
PILO6	Distinguish the inter-relationships among health and bio-psychosocial, cultural and environmental factors;
PILO7	Deliver care based on scientific evidence and appropriate technology;
PILO8	Appreciate community value of non-profit organizations in terms of their mission, culture and overall impact and significance in Hong Kong; and
PILO9	Foster their own professional and personal development.

2.3 The mapping of the nine PILOs with the programme objective is show in *Table 2*.

Table 2 Mapping of PILOs against Programme Objectives

PILOs	Programme Objectives				
	a	b	c	d	e
1. Demonstrate empathy and compassion in the provision of competent, safe and ethical care for people in need;	✓				
2. Establish collaborative and therapeutic relationships to provide individualised care through health assessment, planning, implementation and evaluation;	✓	✓		✓	
3. Promote and support lifestyle choices that enhance the health and well-being of individuals, family and community;	✓		✓		
4. Apply critical and creative thinking and analytic skills in decision making;	✓			✓	✓
5. Demonstrate effective skills in communicating with people in need and members of the health care team;	✓	✓			✓
6. Distinguish the inter-relationships among health and bio-psychosocial, cultural and environmental factors;	✓	✓	✓		
7. Deliver care based on scientific evidence and appropriate technology;	✓			✓	
8. Appreciate community value of non-profit organizations in terms of their mission, culture and overall impact and significance in Hong Kong; and	✓		✓		✓
9. Foster their own professional and personal development.	✓			✓	✓

3   Programme Structure and Content

Programme Philosophy

3.1   Nursing is an art and science. It relies on scientific understanding of how the body functions and how problems occur; at the same time it also relies on innate human sensitivity. Nurturing health (四氣養生) is a proactive approach for maintaining health and preventing illness through the interaction with nature; it may be termed preventive health (治未病, 是故聖人不治已病) (Suwen of the Yellow Emperor's Inner Canon《黃帝內經》素問‧四氣調神大論篇)[1]. Nursing is instrumental in preventive health through the delivery of therapeutics and of caring for individual patients as human beings.

Conceptual Framework

3.2   The conceptual framework shown in Figure 1 illustrates the philosophy of the Programme. The conceptual framework explains the relationship between nurturing health (四氣養生), preventive health (治未病), influencing factors and the Activities of Living along the dependence-independence continuum that also goes across our life span. This framework has been used to devise -- and will be used to direct the development of -- the curriculum for the Higher Diploma in Nursing [HD(N)] Programme.

Figure 1: Conceptual Framework for Higher Diploma in Nursing Programme

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[1] 中華中醫網 (2011). 四氣調神大論─《黃帝內經·素問》第二篇. Retrieved March 30, 2011 from
http://www.zhzyw.org/zyxx/zysj/hsw/087515451742FKK14AE3A69.html

3.3   Health is a dynamic state that swings like a pendulum along a dependence-independence continuum. Roper, Logan and Tierney Model of Nursing[2] defines 12 Activities of Living as: maintaining safe environment, communication, breathing, eating and drinking, eliminating, personal cleansing and dressing, controlling body temperature, mobilising, working and playing, expressing sexuality, sleeping and dying. In Figure 1, these 12 Activities are represented by the 12 radiating lines that pass through the individual. They reflect different aspects of human existence on a dependence-independence continuum, which interact with the environmental, psychological, social and cultural elements across our life span (inner circle). An individual grows from a fully dependent baby at birth, to a fully independent adult; then he or she gradually increases in dependency, until passing away. Effective nursing can bring the pendulum to its optimal position as living swings along the dependence-independence continuum. Nursing therapeutics is the core of the programme framework.

3.4   The outer circle resembles the foundation of nursing which involves both a proactive approach in helping individuals maintain health and prevent illness in their daily lives, and a reactive approach in assisting individuals who are sick or disabled.

3.5   In summary, nursing aims to deliver nurturing health (四氣養生) and preventive health (治未病) measures, according to an individual's status along the dependence-independence continuum.

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[2] Roper, N., Logan, W.W., & Tierney, A.J. (1985). *The Elements of Nursing*. Edinburgh: Churchill Livingstone.

Programme Structure

3.6 The HD(N) programme has 86 TWC credits (total 24 courses) and comprises several components: general education, language and nursing courses, and clinical practicum at QF Level 4. *Table 3* shows the suggested programme structure of the HD(N) programme. All full-time students admitted in or after AY2022/2023 are required to study an online National Security Education (NSE) learning pack, and attain a passing mark of 50% or above in a related online quiz for graduation.

Table 3 Suggested Programme Structure of the HD(N) programme

Year (Yr) Semester (Sem)	Course	Contact Hours (Credits)	Pre/Co-requisite	Generic or Discipline
YEAR 1 Sem 1	CHI1002 Applied Chinese Language	45 (3)	Nil	Language
	HSS1011 Applied Psychology	45 (3)	Nil	GE
	NUR1011 Concepts of Health	45 (3)	Nil	Discipline
	NUR1012 Fundamentals of Nursing I	45 (3)	Nil	Discipline
	NUR1015 Human Anatomy and Physiology	45 (3)	Nil	Discipline
	NUR1201 Creative and Critical Thinking	45 (3)	Nil	Discipline
	NUR1216 Communication in Healthcare Settings	45 (3)	Nil	Discipline
	Sub-total	**315 (21)**		
YEAR 1 Sem 2#	NUR1028 Clinical Practicum I (6 weeks)	240 (4)	NUR1012	Discipline
	NUR1013 Fundamentals of Nursing II (7 weeks)	45 (3)	NUR1012	Discipline
	NUR1017 Care of Adults (7 weeks)	45 (3)	Nil	Discipline
	HSS1012 Applied Sociology (7 weeks)	45 (3)	Nil	GE
	Sub-total	**375 (13)**		
YEAR 1 Sem 3¥ (14 Weeks)	NUR1014 Professionalism and Contemporary Nursing	45 (3)	Nil	Discipline
	NUR1016 Microbiology and Pharmacology	45 (3)	Nil	Discipline
	NUR2011 Care of Older Persons	45 (3)	Nil	Discipline
	NUR2013 Ethical and Legal Aspects of Health Care	30 (2)	Nil	Discipline
	NUR2016 Introduction to Research and Evidence-based Practice	30 (2)	Nil	Discipline
	NUR2045 Care of Patients with Chronic Illness	45 (3)	Nil	Discipline
	*Elective	45 (3)	Nil	Discipline
	Sub-total	**285 (19)**		
YEAR 2 Sem 1	NUR1029 Clinical Practicum II (14 weeks)	560 (9)	NUR1013 & NUR1028	Discipline
	Sub-total	**560 (9)**		
YEAR 2 Sem 2	NUR2043 Clinical Practicum III˜	240 (4)	NUR1029	Discipline
	NUR2044 Clinical Practicum IV˜	640 (11)	NUR2043	Discipline
	Sub-total	**880 (15)**		
YEAR 2 Sem 3	ENG1001 Developing English Language Skills	45 (3)	Nil	Language
	NUR2014 Introduction to Mental Health Nursing	45 (3)	Nil	Discipline
	NUR2015 Care of Children and Adolescents	45 (3)	Nil	Discipline
	Sub-total	**135 (9)**		
TOTAL		**2,550 (86)**		

* Students can choose either *NUR3005 Rehabilitation and Adaptation in Ageing* or *NUR2026 Primary Care and Community Nursing* or *GER1014 Introduction to Age Related Changes* as elective (discipline) in the Programme.

Subject to the availability of practicum places, students would be divided into two batches. The first batch would take the 6-week NUR1028 in the first half of Year 1 Period 2, and then 7-week NUR1013, NUR1017 and HSS1012 in the second half of Year 1 Period 2. The second batch would take the 7-week NUR1013, NUR1017 and HSS1012 in the first half of Year 1 Period 2, and then NUR1028 in the second half of Year 1 Semester 2.

¥ The HD(N) programme will adopt a 14-week period in the semester 3 of Year 1.

~ Subject to the availability of practicum places, clinical practicum might be arranged slightly outside of the regular semester/period. Given that NUR2043 Clinical Practicum III is the pre-requisite of NUR2044 Clinical Practicum IV, students need to complete and pass NUR2043 before registering for NUR2044.

<u>Clinical Practicum</u>

3.7 Students are required to complete 1,600 hours of clinical practicum in order to fulfil the practicum requirement of this programme. The 1,600 hours are divided into four practicum courses: *NUR1028 Clinical Practicum I* (240 hours), *NUR1029 Clinical Practicum II* (560 hours), *NUR2043 Clinical Practicum III* (240 hours) and *NUR2044 Clinical Practicum IV* (560 hours). ***Table 4*** illustrates the schedule of these four practicums throughout the 2 years of study.

Table 4 Schedule of Clinical Practicums for 2023 cohort onwards *[subject to HA's arrangement]*

Year of Study	Semester 1	Semester 2	Semester 3
Year 1	N.A.	NUR1028 Clinical Practicum I (6 weeks of medical nursing)	N.A.
Year 2	NUR1029 Clinical Practicum II (8 weeks of medical nursing and 6 weeks of surgical nursing)	NUR2043 Clinical Practicum III (6 weeks of surgical nursing)	N.A.
		NUR2044 Clinical Practicum IV (8 weeks of medical nursing and 6 weeks of surgical nursing)	

3.8 According to the requirements for enrolment with the Nursing Council of Hong Kong (NCHK), students are required to (1) have at least 800 hours of practice in medical nursing and 700 hours in surgical nursing, and (2) complete 100 hours of night duties in clinical units. Students are required to work in medical and surgical units in hospital setting for a̶ at least 1,600 hours, including at least 100 hours of night duties. ***Table 5*** shows the breakdown of minimum clinical hours for each specialty.

Table 5 Details of Clinical Practicum Arrangement

Clinical Areas		Required Minimum Practicum Hours
1.	**Medical Nursing**	800
2.	**Surgical Nursing**	700
3.	**Night Duty**	100
	Total:	**1,600**

Clinical training for local pupil nurses can be conducted in the following health care institutions:

Category A: Hospitals or medical institutions under the management of the Hospital Authority according to the Hospital Authority Ordinance (Cap. 113, Laws of Hong Kong) or private hospitals registered under the Private Healthcare Facilities Ordinance (Cap. 633, Laws of Hong Kong), where in-patient care is provided.

Alternatively, a maximum of 30% of the total hours of clinical education may be conducted in community settings stated in Category B.

Category B: (i) Community settings where the provision of first level care is evident or residential care homes registered under the Residential Care Homes (Elderly Persons) Ordinance (Cap. 459, Laws of Hong Kong) or Residential Care Homes (Person with Disabilities) Ordinance (Cap. 613, Laws of Hong Kong) or the scheduled nursing homes exempted under the Private Healthcare Facilities Ordinance (Cap. 633, Laws of Hong Kong).

(ii) A maximum of one-tenth of this part of training may be conducted outside Hong Kong.

3.9   In CP I, students will be supervised by College academic staff. The maximum ratio of College academic staff to students is 1 to 8. The College academic staff will provide guidance and supervision appropriately to ensure sufficient learning opportunities and proper nursing care to patients.

3.10   For CP II, CP III and CP IV, students will be allocated to various clinical venues for practicum under the supervision of the Honorary Clinical Instructors (HCIs), who are experienced registered nurses. HCIs will provide guidance and supervision for students to learn in clinical setting. HCIs are also responsible for providing continuous assessment and liaising with the Resource Persons (RPs) to improve clinical performance of students.

4   Admission Requirements

Minimum Entrance Requirements

4.1   To be eligible for admission to the Training Programme, an applicant must be

(a)   having attained the age of 18 or above by the time that Training Programme commences;

(b)   a Hong Kong permanent resident with the right of abode in Hong Kong; And

(c)   (i) having attained Level 2 or above in 5 subjects, including Chinese Language, English Language, Mathematics and any two other subjects in Categories A and B in the Hong Kong Diploma of Secondary Education (HKDSE) Examination for applicants with Hong Kong Diploma of Secondary Education Examination results, or equivalent;
Or
(ii) having completed secondary school Form 5 education in Hong Kong for applicants with Hong Kong Certificate of Education Examination (HKCEE) results, or equivalent[1]; and

(d)   Fluent in Cantonese and proficient in written Chinese and English.

[1]Requirements are minimum entry requirements for training of Enrolled Nurses as set by the Nursing Council.

Exemption and Advanced Standing

4.2   A student may enter the Programme with advanced standing and be exempted from taking certain course(s) if his/her previous qualifications are recognized by the College as of direct relevance (not less than 80% similarity), at the appropriate level, and of the appropriate breadth and depth.

4.3   Credits earned from previous studies should remain valid at the time when the student applies for course exemption/ credit transfer. Students are required to replace the exempted courses with other courses to make up for the units exempted. The validity period of course credits earned is 8 years from the year of attainment. Credit transfer will be allowed for the same nursing-discipline courses which are also offered to other programmes at TWC.

4.4   Under normal circumstances, a student will not be granted a credit transfer for more than 50% of the total credit units of the Programme. For credit transfer from programmes offered by TWC, a maximum of not more than 65% of the credit requirement for award can be transferred. Course exemption/ credit transfer are recorded without inclusion in grade point average calculations.

5   Learning and Teaching

5.1   All courses in the HD(N) Programme are interlinked with generic and nursing knowledge and arranged from basic to advance or complex level of nursing skills to enable students to integrate knowledge and skills from course to course. For example, in the first semester of the first year, students will be equipped with basic nursing knowledge and skills in *NUR1012 Fundamentals of Nursing I*. These knowledge and skills are closely related to the courses *NUR1028 Clinical Practicum I* and *NUR1013 Fundamentals of Nursing II*.

Mode of Delivery

Lecture

5.2   Lectures will be employed to present didactic materials to a large group of students. A diverse range of activities, such as case study, brainstorming, and open-ended discussion and teamwork exercises will be integrated into the lectures to make them interactive and more conducive to learning.

Seminar

5.3   Seminars will be conducted in a small, discussion based format. Students in groups will do assigned readings and then guided by the lecturer to form arguments and support them with facts. Students will also present materials on specific aspects of the course; hence communication and presentation skills will be developed. The maximum seminar size is 50 students.

Tutorial

5.4   Tutorials help to make lecture clear and legible. It offers students opportunities to clarify concepts learned, to discuss related subject matter after delivering the lecture in general class. Tutors will provide scenario cases focusing on difficult concepts which were mentioned during the lectures. Students will complete the tasks related to the scenario case under the guidance of tutors. The maximum tutorial class size is 25 students.

Laboratory

5.5   Laboratory sessions aim to deliver specific practical knowledge and skills and give students time for hands-on practice in what has been conceptually presented in lectures. The use of simulation laboratory enhances students in developing critical thinking in clinical reasoning. Students are encouraged to book the laboratory for practice of their clinical skills. They are expected to perform basic skills satisfactorily prior to practice in clinical field. The number of student per group is usually 12-13 students to allow maximum supervised skill training.

Challenge-Based Learning

5.6 Challenge-Based Learning (CBL) helps students acquire in-depth knowledge and understanding in core subject areas as well as 21ˢᵗ Century content, Learning and Innovation Skills, and Life and Career Skills. CBL begins with generating a big idea and cascading to–form essential question, challenge, guiding questions, activities, and resources; determining and articulating solution; taking actions by implementing the solution with evaluation and publishing the solution and sharing it with the world. Reflection and informative assessment are important part of the process at every stage as they reinforce learning and prepare students for what is coming next. In each stage, students are required to submit checkpoints for reporting the progress and reflection of their team's works. Throughout the CBL, students, both in teams and as individuals, have the opportunity to create a variety of products, including: a challenging proposal video, a set of guiding questions, research plans, solutions with testing plans and evaluation parameters, a solution video, student journals, and individual reflection videos.

Clinical Practicum

5.7 Students are required to practise under supervision regardless by College academic staff or HCIs in clinical settings. This arrangement enables students to apply and integrate their theoretical knowledge and skills in real healthcare practice.

5.8 Teaching methods in clinical practicum vary according to the clinical objectives of the related areas. Clinical teaching adopts a number of methods including demonstration, nursing care plan, clinical debriefing and reflection.

5.9 Demonstration is used to reinforce students' learning of complex clinical skills and help students adapt universal principles to various clinical situations. After performing the demonstration, the teacher's role becomes supporting students in their attempts, providing guidance and feedback, offering suggestions for alternative approaches.

5.10 Nursing care plan facilitates students to apply and integrate learned knowledge as they practise the concept of total patient care.

5.11 Clinical debriefing is provided to facilitate students to gain a deeper understanding on the clinical experience. Clinical teachers will review clinical cases with students and identify areas for student's learning in clinical settings.

5.12 Reflection is used to guide students to critically appraise clinical situations to attain awareness in their personal strengths and limitations in the caring process. Through writing reflective journal, students are able to evaluate their clinical experience based on the evidence-based knowledge and skills they have learned in their daily practice.

5.13 Learning progress of students in clinical practicum and performance of clinical psychomotor skills, e.g. aseptic technique (AT) and administration of medication (AOM), will be recorded in Clinical Coaching Record.

Medium of Instruction Policy

5.14 The programme follows the language policy of Tung Wah College (TWC) and adopts English as the medium of instruction. Learning materials will be in English except for the Chinese Language course.

Venue of Class Meeting

5.15 The classes will be conducted in three campuses, namely the King's Park Campus on 31 Wylie Road, Homantin, Kowloon, the Mongkok Campus on 90A & 98, Shantung Street, Mongkok, Kowloon and Kwai Hing Campus on 16/F, Tower 2, Kowloon Commerce Centre, 51 Kwai Cheong Road, Kwai Chung, Kowloon.

6 Assessment Scheme

Assessment Principles

6.1 Students will be assessed for every course on the basis of their performance. Assessment will be undertaken according to the following guiding principles:

a. Assessment criteria should be made clear to students so that they understand what is expected and required of them;

b. Assessment criteria should reflect learning objectives and measure intended learning outcomes, as defined for respective courses and benchmarked at the appropriate QF level;

c. Assessment should be reliable - i.e. designed to yield consistent results from different markers and from the same marker at different times;

d. Assessment should fairly reflect students' abilities and achievements; and

e. Assessment should be set at a level of challenge that enables teachers to assess students' level of performance in each course and programme, and that allows students to demonstrate their competence.

Forms and Types of Assessment

Forms of Assessment

6.2 Assessment can include any one or any combination, of the following forms, according to the nature of the course. They include strategies such as attendance and participation in class written work, research reports, tests, examinations, reflective journals, case studies, presentations portfolios, evaluation reports, skill tests, continuing clinical assessment, and any other form appropriate to a specific course.

6.3 As TWC puts a strong emphasis on outcome-based learning and teaching and experiential learning, assessments will be designed in such a way that students are asked to reflect, review and integrate their learning to demonstrate their level of competence and how they learn through the process. Such assessment strategies can test and enhance the integrative abilities of the students which are both essential as assessment for learning and assessment of learning.

Types of Assessment

6.4 Assessment can be conducted by one, or a combination, of the following three types of assessment, as and when appropriate:

a. Assessment conducted by the College academic staff – this type of assessment can be in the form of observation, tests, examinations, and through setting written

assignments, oral presentations, projects, skill tests, and evaluation reports in the clinical practicums, etc.

b. Student's Self Evaluation – through engaging in self-evaluation, students can learn how to review their performance, diagnose strengths and weaknesses, and how to build on the former and address the latter. This type of assessment can be incorporated into presentation and critique sessions, and can be used in tutorials, laboratories and clinical sessions as well as in reflective journals.

c. Peer Evaluation – is also an important tool for developing an understanding of the use of appropriate criteria when evaluating performance, and for helping others to improve. This type of assessment can be incorporated into group assignments, presentation and critique sessions and can be adopted in laboratory and studio sessions.

Assessment Strategy

6.5   Aligned with the assessment policy and strategy of TWC, students in the HD(N) Programme are assessed by a variety of methods which are appropriate for and consistent with the level of difficulty of each course. The assessment tasks will accurately and fairly determine the degree of learning derived from a course, with a focus on determining whether students have absorbed subject knowledge and crucially, the ability to use knowledge in useful ways.

6.6   With reference to the intended learning outcomes of the courses, lecturers are encouraged to employ innovative and appropriate assessment methodologies, and to avoid those methodologies that are merely convenient or not best suited to the course subject and level of difficulty. Emphasis will be placed on developing students' critical thinking ability related to the subject area, and the abilities to continue learning, even after the completion of the programme.

Assessment Load

6.7   Workload of students is considered when designing the programme structure of the revised HD(N) Programme. A maximum of six courses is scheduled in each semester.

6.8   Students are assessed for every course in the HD(N) Programme. Students are assessed in the forms of continuous assessments and examinations. The weighting between continuous and end of course assessments will vary from course to course. For courses with skill tests, students must pass the skill test before getting a passing grade of the course.

6.9   Normally, a student will not have more than three assessments in total for each course. The assessment load of each course is evenly distributed throughout a semester. The Programme Management Group (PMG) will take up the task to review the assessment loads and the assessment schedules to avoid overloading the students with clashes of assessments and inform students with the assessment schedule and related information before the commencement of a semester. Meanwhile, course leaders will be reminded

regarding the above-mentioned arrangement of assessments in order to make sure that the study load of students is manageable.

6.10   In addition, students' views are taken during PMG and Staff-Student Consultative Group meeting.

Assessment of Clinical Practicum

6.11   Clinical practicum is a major component in the HD(N) Programme. There are 3 components of assessments (*Table 6*) in the clinical practicum, namely continuing clinical assessment (CCA), reflective journal and nursing care plan.

Table 6 Assessment components in various clinical practicums

Assessment Components	Tools / means of assessment	Outcome of Assessment	Schedule in Practicum	Responsible Assessor
Continuing Clinical Assessment (CCA)	Clinical Practicum Evaluation Report (CPER)	Satisfactory or Unsatisfactory	All Clinical Practicums	College academic staff / HCIs
	Clinical Learning Record (CLR) for Community Placement (in CP IV)			
Reflective Journal	Assessment rubric for Reflective Journal	Satisfactory or Unsatisfactory	All Clinical Practicums	College academic staff
Nursing Care Plan	Nursing Care Plan	Satisfactory or Unsatisfactory	All Clinical Practicums	College academic staff / HCIs

Continuing Clinical Assessment
6.12   Student clinical competence will be assessed by College academic staff and HCIs.

6.13   To ensure a valid and reliable assessment on clinical competence of students, Clinical Practicum Evaluation Report (CPER) and Clinical Learning Record (CLR) would be used to assist the assessment on student's clinical performance, including competence on clinical skills, professional attitudes and professional behaviors, for each clinical practicum in each clinical venue.

6.14 Generally, assessment of student's competency in the clinical practicum will be continuously monitored throughout the practicum period in each individual ward for each specialty (i.e. medical nursing and surgical nursing). By the end of practicum in each individual ward, College academic staff (Clinical supervisors for CP I) or HCIs (for CP II, III & IV) will complete the CPER and CLR (applicable to community/residential setting only) with students in each ward. If there are more than one clinical venue in the corresponding clinical practicum, the CPER from the final practicing venue will be taken as objective evidence for meeting the passing criteria of the corresponding specialty.

6.15 Therefore, CPERs from preceding clinical venues take a major role of assessment for learning. Under the assistance of CPER, clinical teachers and HCIs can more effectively identify the strengths and weakness of students for improvement in latter practicum. CPER from the final venue can serve both assessment for learning and assessment for competence.

6.16 If there is only one clinical venue in a clinical practicum block (may happen to the six weeks practicum in Clinical Practicum I and III, depending on the arrangement of Hospital Authority), the only one CPER will serve both assessment for learning and assessment for competence. College academic staff and HCIs will still continuously monitor the progress of students and provide feedbacks under the assistance of CPER.

6.17 To attain satisfactory performance, students must score not less than 3 on all objectives and psychomotor skills being assessed. In addition, no more than four items shall be rated as N/A.

6.18 It is the requirements of the NCHK for all nursing students to be qualified for Enrolled Nurses to complete assessments in two core clinical skills: Aseptic Technique (AT) and Administration of Medication (AOM). These two skills will be firstly taught and assessed in *NUR1012 Fundamentals of Nursing I* and *NUR1013 Fundamentals of Nursing II*. The coaching checklists for AT and AOM are attached as Appendices 6a and 6b of the *Handbook for Clinical Learning*. During subsequent clinical practicums, students will be continuously assessed and monitored on AT and AOM (except CP I), among other objectives listed in the CPER.

6.19 As CCA is adopted to assess the students' clinical competency on the skills of AT & AOM, the arrangement of these assessments are:

6.19.1 Students are required to perform at least one AT procedure to one client each in CP II, CP III and CP IV; and

6.19.2 Students are required to administer oral medication to at least one client or administer injection (intramuscular/subcutaneous) to at least one client in CP II, CP III and CP IV; and

6.19.3 Students are required to administer oral medication to at least 6 clients in one episode (can be in CPII, CPIII or CP IV) upon completion of CP IV; or administer injection (intramuscular/subcutaneous) to at least one client (can be in CP II, CP III or CP IV) upon completion of CP IV.

6.20 If students perform unsatisfactorily in the CPER from the final clinical venue of the corresponding clinical specialty practicum, the student must re-take the corresponding clinical specialty practicum.

Reflection

6.21 Reflective journal is kept by each student to note events, incidents and activities occurred during clinical practicum. The recording of these occurrences contributes to the development of students' understanding of, and skills in, both practical and theoretical areas by enabling them to analyze critically and reflect on the relationship between theory and practice, the actions of their colleagues, clients and their own responses, as well as the learning objectives and their actual outcomes. Literature support is necessary if ideas are from other resources.

6.22 Students are required to submit a reflective journal at the end of all clinical practicums. Students' performance will be evaluated according to the rubrics to assess their abilities in connecting knowledge and concepts with learning experiences. Each student is allowed to have three attempts for the reflective journal.

Nursing Care Plan

6.23 Nursing care plan facilitates students to apply and integrate learned knowledge as they practice the concept of total patient care. Students are required to describe nursing care for specific clients in clinical practice. They will assist in collecting, analyzing and interpreting data of specific clients, identifying their needs and problems, designing and implementing nursing interventions with scientific reasoning and evaluating the care given.

Failure in Practicum

6.24   Student failing any component in any practicum will have his/her case brought to the School Board (SB) for discussion and decision. The student must re-take the practicum if he/she fails the first attempt of clinical practicum. Arrangement of re-take clinical practicum will be subjected to the availability of timeslots and placement provided from collaborative hospitals or venues. If the student fails the first re-take practicum, he/she may be granted a second re-take or dismissed from the programme subject to the decision of the SB.

Appeal of Practicum Failure

6.25   A student who wishes to appeal against the result of an assessment should follow the Appeal Procedure of the College stipulated in the Student Handbook. If a field challenge is granted, the student will be given a period not more than 2 weeks to demonstrate his/her competence of performance. His/her performance will be evaluated again by another College academic staff as appointed by the School Dean. The result of the field challenge should be the final decision on whether the student passes or fails the practicum.

Absence from Clinical Practicum

6.26   Students are expected to attend all arranged practicums. If students are absent from clinical practicum, the duration and format of the supplementary practicum will be determined by the SB. For details about the types and arrangement of absence from clinical practicum, please refer to the **Handbook for Clinical Learning**.

Grading System

6.27   Assessment grades shall be awarded on a criterion-referenced basis. A student's overall performance in a course shall be graded as *Table 7*.

Table 7 Grades and Range of Marks

For students admitted in 2015/16 and thereafter	
Grade	**Range of Marks**
A	≥ 85
A-	82 – 84
B+	78 – 81
B	74 – 77
B-	70 – 73
C+	66 – 69
C	62 – 65
C-	58 – 61
D+	54 – 57
D	50 – 53
F	≤ 49

6.28 "F" is a course failure grade, whilst all others ("D" to "A") are course passing grades. No credit will be earned if a course is failed.

6.29 Letter grades are used in the results slips and transcripts to indicate the results of assessment. A numeral grade point is assigned to each course grade as *Table 8*.

Table 8 Grade and Grade Point

For students admitted in 2015/16 and thereafter	
Grade	Grade Point
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
F	0.0

6.30 The award for passing of a course is based on outcome-based assessment criteria. Students who achieve the intended learning outcomes by the specific learning criteria of the course will be granted the relevant grade / grade point without any quota system.

Re-taking of Course

6.31 Students who have failed (grade F) a compulsory course are required to re-take the course. According to the College regulations, students can re-take the same course twice, except clinical practicum. Re-taking of failed courses should be completed within the maximum period of candidature. For clinical practicum, a student must re-take the practicum if he/she fails the first attempt. If the student fails the first re-take practicum, he/she may be grated a second re-take or dismissed from the programme subject to the decision of the SB.

6.32   In case of the required course(s) to be re-taken by student is/are no longer offered by the College as a result of curriculum changes, the SB will assign equivalent replacement course(s) for the student concerned. Under these circumstances, only the credit units of the replacement course(s) will be counted towards of calculation of Grade Point Average (GPA) and the fulfilment of the requirements for graduation.

6.33   When student re-takes a course, only the grade of the latest attempt will be included in the calculation of GPA.

Academic Probation on Progression

6.34   Students who fail to attain Semester Grade Point Average (sGPA) of 2.0 or above in a semester shall be put on academic probation on progression in the subsequent semester.

6.35   The purpose is to remind and help students who need additional assistance to make improvement in order to fulfil the GPA requirement for graduation. These students will be required to seek academic consultation from the Student Academic Advisors (SAAs).

6.36   A student on academic probation may be required to take a reduced load, with his/her performance being reviewed at the end of the semester of the probation. If the student has attained a GPA of 2.0 or above in the semester of the probation, the academic probation shall be lifted; otherwise, academic probation shall continue to apply in the next semester unless he/she is required to de-register from his/her studies or has completed all graduation requirements.

6.37   Students who fail to attain sGPA of 2.0 or above for three consecutive semesters will be de-registered from their studies of the academic programme.

6.38   TWC will alert students who need academic assistance at an early stage. Students who fail to obtain a sGPA of 2.0 (this covers the group of students on academic probation on progression) will be required to seek academic consultation. These consultations are provided by SAAs who will review with students their current study approaches and plans and offer ways to improve students' study techniques.

De-registration of Studies on Academic Grounds

6.39   A student shall be required to de-register from his/her studies on academic grounds at the College:

       a. If he/she fails to meet the condition(s) stipulated in the offer letter issued at the time he/she applied for admission to the College; OR

       b. If he/she fails to attain sGPA of 2.0 or above for three consecutive semesters; OR

       c. If he/she fails the second re-take of the same course; OR

       d. If he/she fails to complete the graduation requirements within the maximum duration of candidature.

7 Examinations Procedures and Regulations

7.1   TWC has set Examination Regulations for Students, students will find these regulations in their Student Handbook (see Section 3.14 of the Student Handbook) for details.

Appeal Procedures

Appeal against Assessment Results

7.2   A student wishing to appeal against the result of an assessment shall complete and submit an application form to the Registry (REG) and pay the prescribed fee within 3 working days after the official announcement of the semester grades. The fee shall be refunded to the student in the case of a positive grade adjustment after the appeal.

7.3   For appeal cases regarding assessment results, the School Dean will appoint a second marker (and a third marker if necessary) to re-mark the paper.

7.4   The School will inform the REG the outcome of the mark review exercise and its recommendation for endorsement of the Chairperson of the SB. The student will be informed of the result by the REG within 21 working days of the appeal. The decision is final.

Appeal against Academic Decisions

7.5   A student may appeal against an academic decision on the following grounds:
   a. There has been an administrative/procedural irregularity which affected the Board's decision;
   b. There exist any extenuating circumstances, for valid reasons, that the appellant was unable to bring to the Board's attention prior to its deliberations.

7.6   A student wishing to appeal against an academic decision shall complete and submit an application form (REG-18) to the REG and pay the prescribed fee within 7 working days after the official announcement of the academic decision to the student. The application must state the grounds on which the request for appeal is made and provide supporting evidence.

7.7   The REG will refer the appeal to the Student Appeals Committee (SAC) for investigation, proper hearing and decision. If deemed necessary, the SAC will seek information from the School concerned. The decision of the SAC is final.

8 Graduation Requirements

8.1 To be considered for the award of HD(N), a student should:
   a. Have completed the minimum required credit units as prescribed for the Programme with a graduation Grade Point Average (gGPA) of at least 2.0;
   b. Have achieved GPA of 1.0 or above in all courses in the Programme;
   c. Have completed all clinical practicums in the Programme with satisfactory performance; and
   d. Have completed the 30 hours of Community Services Programme.

Award of Qualifications

8.2 Students who fulfil the graduation requirements as specified in Section 8.1 shall be recommended for conferment of the award. Grades of students will be presented to the Examinations Board (EB) for recommending the classification of students' awards based on Graduation Grade Point Average (gGPA) as specified in Section 8.3. The awards are approved by the Academic Board (AB) upon the recommendation of the EB.

Classification of Awards

8.3 A student who satisfies the conditions for graduation shall be awarded a Higher Diploma with one of the classifications in *Table 9*:

Table 9 Classification and Grade Point Average

Classification	Graduation Grade Point Average (gGPA)
Distinction	3.5 or above
Credit	2.5 or above, below 3.5
Pass	2 or above, below 2.5

9 Constituent Courses against the PILOs

Course Title \ PILO	Programme Intended Learning Outcomes (PILOs)								
	1	2	3	4	5	6	7	8	9
Discipline Courses									
NUR1011 Concepts of Health		CILO (c-e)	CILO (b,e)			CILO (a,c-e)	CILO (a-b, d-e)	CILO(d-e)	CILO (e)
NUR1012 Fundamentals of Nursing I	CILO (a-d)	CILO (a-d)	CILO (c-d)	CILO (c-d)	CILO (b-d)	CILO (a-b,d)	CILO (c-d)		CILO (d)
NUR1013 Fundamentals of Nursing II	CILO (a-d)	CILO (a,d-e)	CILO (e)	CILO (b)	CILO (b)	CILO (a,e)	CILO (b-d)		CILO (a)
NUR1014 Professionalism and Contemporary Nursing			CILO (a,c)	CILO (b)	CILO (e)		CILO (g)	CILO (d)	CILO (f)
NUR1015 Human Anatomy and Physiology	CILO (a-e)	CILO (a-e)	CILO (a,e)	CILO (c-e)	CILO (a,d)	CILO (a,d-e)	CILO (d-e)		
NUR1016 Microbiology and Pharmacology	CILO (a-g)	CILO (a-g)	CILO (a-g)	CILO (b,d-e,g)		CILO (a-g)	CILO (a-c,e)		
NUR1017 Care of Adults	CILO (a)	CILO (c)	CILO (b)		CILO (d)	CILO (c)	CILO (a,e)		CILO (e)
NUR1201 Creative and Critical Thinking				CILO (a-d)					CILO (b-d)
NUR1216 Communication in Healthcare Settings		CILO (b-c)		CILO (d-e)	CILO (a-e)	CILO (c,e)			CILO (b-e)
NUR2011 Care of Older Persons	CILO (a)	CILO (b-c)	CILO (c)		CILO (d)	CILO (c)	CILO (e)		CILO (e)
NUR2013 Ethical and Legal Aspects of Health Care	CILO (a-c,e)	CILO (f)		CILO (b-e)	CILO (f)	CILO (a,c-e)			CILO (e)
NUR2014 Introduction to Mental Health Nursing	CILO (b,d)	CILO (b-d)	CILO (b-c)	CILO (a-d)	CILO (b,d)	CILO (a)	CILO (b-d)	CILO (b-d)	CILO (a,d)
NUR2015 Care of Children and Adolescents	CILO (a)	CILO (b-d)	CILO (b-d)	CILO (c)	CILO (b,d)	CILO (b-c)	CILO (c-e)		
NUR2016 Introduction to Research and Evidence-based Practice	CILO (a-b,d)			CILO (b-d)			CILO (b-d)		CILO (d)
NUR2045 Care of Patients with Chronic Illness	CILO (a-f)	CILO (a-d,f)	CILO (b-d,f)	CILO (b-d,f)	CILO (d,f)	CILO (a-b,d-f)	CILO (b,d-f)		

PILO / Course Title	Programme Intended Learning Outcomes (PILOs)								
	1	2	3	4	5	6	7	8	9
Practicum Courses									
NUR1028 Clinical Practicum I	CILO (a-d,g)	CILO (a-g)	CILO (b-d,g)	CILO (b-d,g)	CILO (b-e,g)	CILO (a-c,e,g)	CILO (c,f-g)	CILO (f-g)	CILO (d,f-g)
NUR1029 Clinical Practicum II	CILO (a-h)	CILO (a-h)	CILO (b-f,h)	CILO (b-e,h)	CILO (c-h)	CILO (a-d,h)	CILO (b,d,f-h)	CILO (d,g-h)	CILO (b,e,g-h)
NUR2043 Clinical Practicum III	CILO (a-i)	CILO (a-i)	CILO (b-e,g,i)	CILO (b-i)	CILO (c-i)	CILO (b-g,i)	CILO (b,e-g,i)	CILO (a,e,i)	CILO (b,h-i)
NUR2044 Clinical Practicum IV	CILO (a-j)	CILO (a-j)	CILO (b-e,h,j)	CILO (b-e, g-j)	CILO (c-e,g-j)	CILO (b-e,g-h,j)	CILO (b,e,g-h,i)	CILO (a,e,j)	CILO (b,i-j)
Language Courses									
ENG1001 Developing English Language Skills				CILO (a,c,e)	CILO (a-e)				CILO (c,e)
CHI1002 Applied Chinese Language					CILO (a-e)				
General Education Courses									
HSS1011 Applied Psychology				CILO (a-c)	CILO (c)	CILO (d)			CILO (a-c)
HSS1012 Applied Sociology			CILO (c-d)	CILO (c-d)	CILO (c)	CILO (b-d)		CILO (c-d)	CILO (a,c-d)
Discipline Elective Courses									
NUR2026 Primary Care and Community Nursing		CILO (a,c)	CILO (b,d)			CILO (a-c)	CILO (d)	CILO (e)	
NUR3005 Rehabilitation and Adaptation in Ageing	CILO (a,c)	CILO (b)	CILO (c)		CILO (c)	CILO (b)		CILO (d)	
GER1014 Introduction to Age Related Changes	CILO (a-d)	CILO (a-d)	CILO (b-d)	CILO (c-d)	CILO (c-d)	CILO (a-d)			

Generic Level Descriptors ("GLD")# at QF Level 4

GLD Domain	GLD (QF Level 4)														
	1			2			3					4			
Course code and Course Title	K1	K2	K3	P1	P2	P3	A1	A2	A3	A4	A5	C1	C2	C3	C4
Discipline Courses															
NUR1011 Concepts of Health	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
NUR1012 Fundamentals of Nursing I	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
NUR1013 Fundamentals of Nursing II	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
NUR1014 Professionalism and Contemporary Nursing	✓		✓	✓	✓	✓		✓			✓	✓	✓	✓	✓
NUR1015 Human Anatomy and Physiology	✓		✓		✓	✓		✓	✓	✓	✓			✓	✓
NUR1016 Microbiology and Pharmacology	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
NUR1017 Care of Adults	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓
NUR1201 Creative and Critical Thinking	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		
NUR1216 Communication in Healthcare Settings	✓	✓	✓		✓	✓	✓	✓	✓		✓		✓		
NUR2011 Care of Older Persons	✓	✓	✓			✓	✓			✓					
NUR2013 Ethical and Legal Aspects of Health Care	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	
NUR2014 Introduction to Mental Health Nursing			✓		✓		✓						✓		
NUR2015 Care of Children and Adolescents	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
NUR2016 Introduction to Research and Evidence-based Practice	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓		
NUR2045 Care of Patients with Chronic Illness	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓
Discipline Elective Courses															
GER1014 Introduction to Age Related Changes	✓	✓	✓	✓	✓	✓		✓	✓		✓		✓	✓	

Course	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
NUR2026 Primary Care and Community Nursing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
NUR3005 Rehabilitation and Adaptation in Ageing	✓	✓	✓		✓	✓		✓	✓		✓	✓	✓	✓	✓
Practicum Courses															
NUR1028 Clinical Practicum I (6 weeks)	✓			✓			✓	✓				✓			
NUR1029 Clinical Practicum II (14 weeks)	✓	✓		✓	✓	✓	✓	✓	✓			✓	✓	✓	✓
NUR2043 Clinical Practicum III (6 weeks)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
NUR2044 Clinical Practicum IV (14 weeks)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Language Courses															
ENG1001 Developing English Language Skills		✓	✓	✓		✓		✓	✓			✓	✓	✓	✓
CHI1002 Applied Chinese Language	✓	✓										✓			
General Education Courses															
HSS1011 Applied Psychology	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	
HSS1012 Applied Sociology	✓	✓	✓	✓		✓		✓	✓		✓	✓	✓	✓	✓